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ABSTRACT

This report describes the Collaborative Yearlong Teaching Experience (CYTE), an extensive 1-year internship program that promotes a coaching/mentoring model of preservice education and professional job-embedded staff development in Broward County, Florida. This student teacher program is intended to help preservice teachers meet the demands of the county's diverse, urban classrooms. Preservice teachers, cooperating teachers, and job-embedded staff development teams participate in the yearlong program. Cooperating teachers provide coaching to the preservice teachers, establish a co-teaching relationship, and deliver staff development programs to peers. Preservice teachers gain extensive field experience and partake in every facet of the classroom. The CYTE addresses alignment of content/methods with school improvement efforts and district performance appraisal systems; technology as an instructional tool; classroom management; and job-embedded staff development. This report presents: "Introduction and Outcomes"; "Yearlong Flowchart"; "The CYTE Participants"; "Responsibilities of the Preservice Teacher" (e.g., attendance, planning, punctuality, and appearance); "Responsibilities of the Cooperating Teacher" (e.g., instructional delivery, collaboration, and observation); "CYTE Teaching Schedule"; "Professional Development"; "Learning Communities"; and "Next Steps." (SM)

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CYTE
Collaborative Yearlong Teaching Experience

FIELD EXPERIENCE

COLLABORATIVE YEARLONG TEACHING EXPERIENCE (CYTE)

Broward County Public Schools
Fort Lauderdale, Florida

NSDC Denver

December 2-5, 2001

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★Introduction and Outcomes

According to the National Foundation for the Improvement of Education (1996), research findings support the connection between teacher learning and student performance. Professional preparation, formal certification, and formal induction programs are all linked strongly to student achievement. Specifically, district data indicates that Broward County is currently experiencing critical shortages of teachers in the critical areas such as Sciences, ESE, Mathematics, Reading, and Technology, despite the fact that the district hired 1,300 new teachers for the 2000-2001 school year. The influx of new teachers has created a need for staff development for inexperienced teachers.

EXPECTED OUTCOMES

Following the session, participants will be able to:

- Develop a deeper understanding the operation of a yearlong internship program and how it provides a framework for staff development.
- Promote and deliver effective job-embedded staff development that allows for shared decision making, problem solving and the formation of collegial teams.
- Identify the benefits of a co-teaching environment and how it prepares educators to demonstrate high expectations for student learning.
- Acquire an implementation plan to customize a yearlong internship model for a district and a school.

ICONS USED IN THIS GUIDE

☒ Required
★ Important
Observation
Inspiration
Technology
Support

PRESENTER QUALIFICATIONS

As a classroom teacher, Randee Deich conceptualized and developed the Collaborative Yearlong Teaching Experience (CYTE), an extensive yearlong internship program that promotes a coaching/ mentoring model of preservice education and professional job-embedded staff development. Following a successful pilot year, Randee went on to expand and coordinate the program district wide that includes the participation of five universities, several Broward County schools, and ninety-two participants. This model has successfully been awarded the Goals 2000 Staff Development Grant for 2000/2000 and 2001/2002.

SURVEY AND INTRODUCTIONS

How well were you prepared for your first year of teaching?

Do you feel that there were aspects of your field experience program that could be modified to better prepare or support your first year teaching?

How does your district promote the relationship between college coursework and classroom integration?

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★Overview

CYTE OVERVIEW

Notes:

As recommended by the Florida Department of Education committee report on teacher preparation, the Broward County Public Schools' Collaborative Yearlong Teaching Experience (CYTE) is a student teacher program designed to better prepare preservice teachers to meet the demands of Broward County's diverse, urban classrooms. Preservice teachers, cooperating teachers and job-embedded staff development teams participate in a yearlong internship/mentoring program.

Cooperating Teachers involved in this project	Preservice teachers involved in this project
• Provide coaching to preservice teachers • Establish a co-teaching relationship • Delivers staff development programs to peers at the school.	• Gain extensive field experience by beginning their internship during pre-planning week • Partake in every facet of the classroom including setting up the environment, developing lesson plans, and executing lessons.

Following appropriate Higher Education and legal requirements, preservice teachers are eligible to participate in an extended field experience model with stipend pay for their first semester field experience. During the second semester, the preservice teacher completes the internship as a co-teacher in the classroom. This program is offered to all university beginning senior students.

Objectives of the Collaborative Yearlong Teaching Experience

The Collaborative Yearlong Teaching Experience addresses the following items:

Alignment of content/methods with school improvement efforts and district performance appraisal systems

Technology as an instructional tool

Classroom management

Job-embedded staff development

★Yearlong Flowchart

College Senior applies for Spring Student Teaching- March/April Interview Date
Does college senior have an interest in the yearlong program?
YES
NO
College senior applies and is granted full security/ employment clearance from SBBC.
Higher Ed/ HRD places student candidates on waiting list.
Student follows traditional course of placement.
Does Principal makes request for yearlong intern?
NO
Deadline for Yearlong Internship has passed.
YES
Administration interviews candidate.
Is student accepted by the host school?
NO
School is sent another Yearlong candidate.
YES
Student is selected by the host school as a yearlong intern.
Yearlong intern is assigned a job through host school administration.
Yearlong intern is monitored throughout the year by participating higher ed, host school and HRD.
Is preservice teacher eligible to graduate?
NO
Seek remediation from participating university.
YES
Is teaching position available at host school?
NO
Instructional staffing provides assistance to hire.
YES
Graduate is hired as new educator.

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YEARLONG INTERNSHIP- FUNDING POSSIBILITIES

- Option one- A preservice teacher applies for advertised position as a paraprofessional. Once hired, administration develops a schedule, which allows for the ability to complete paraprofessional responsibilities and field experience coursework. The preservice teacher will continue to work throughout the180 day calendar.
- Option two- The preservice teacher's paid yearlong experience program is a balance between field hours plus the hiring as the school's pool substitute. The school will guarantee a set schedule of assigned sub days.
- Option three- Instructional Staffing prepares a contract whereas the preservice teacher is awarded 75% of the amount earned as a first year teacher; then agrees to be paid 75% of their yearly salary for 3 years.
- Option four- Preservice teacher participates in an extended field experience model of 3 days a week with pay (1 day field + 2 days extended) supplemented by Administrator's resources), continued with the student teacher experience.

Extended Option: Instructional Staffing prepares a contract that grants interns their first year signing bonus at the beginning of their internship (with agreement to complete their first year in Broward County).

Host School Benefits	Cooperating Teacher Benefits	Higher Education Benefits	Preservice Teacher Benefits
• Lower Teacher/Student ratio • Alignment of district objective to ensure every student will have a competent, qualified teacher • Actively engaged in the recruitment of competent, qualified, acclimated teachers • Establishing relationships with possible future teacher employee	• Lower Teacher/Student ratio • Gain professional renewal by sharing expertise with preservice teachers • Achieve recognition as an excellent teacher conferred through status a s a cooperating teacher • Refocus instructional practices and develop reflective skills	• Market an educational program that offers a successful induction to the teaching career • Offer opportunity to prospective students the experience of a paid internship	• Paid Internship • Gain insight of classroom operation through a yearlong program • Gain personal and professional well-being from reduced stress during the field experience transition • Increase job success, self-confidence, and self-esteem • Gain insight of working with a variety of classrooms (vertically or horizontally)

Notes:

_____

_____

_____

✯The CYTE Participants

A CYTE COOPERATING TEACHER

- Coach/Mentor to the preservice teacher
- Facilitator of a learning community
- Promotes staff development opportunities
- Receives inservice points for recertification
- Refocuses instructional practices and reflection skills
- Gains professional renewal by sharing expertise
- Has reduced stress

Notes:

What office is there which involves more responsibility, which requires more qualifications, and which ought, therefore, to be more honorable, than that of teaching?

~Harriet Martineau

A CYTE PRESERVICE TEACHER

- Establishes role as a co-teacher/ faculty member
- Bridges theory into practice
- Develops philosophy of teaching
- Increases job success, self-confidence, and self esteem
- Develops reflective practices
- Discovers that teaching is a process of continuous growth and development
- Experiences successful induction into the teaching career
- Has reduced stress

✯Responsibilities of the Preservice Teacher

> A child of five would understand this. Send someone to fetch a child of five.
>
> Groucho Marx

During student teaching, the preservice teacher assumes the important duties and responsibilities of the classroom teacher. In order to have a positive learning experience, preservice teachers, along with their cooperating teacher, should begin the experience with the following policies clearly understood.

Attendance

The length of the preservice student's school day is expected to correspond to that of the cooperating teacher.

If illness occurs or an emergency arises, the intern must notify the school and the cooperating teacher prior to the start of the school day with an explanation of the absence.

Participation of the CYTE orientation and the monthly support sessions throughout the school year.

Planning

Preparation of lesson plans according to the format desired by the cooperating teacher.

Review and discuss plans with the cooperating teacher prior to teaching any lesson and plans should reflect:

- Instructional objectives
- Procedures for activities
- Methods of evaluating
- Follow- up activities

Schedule daily/ weekly conferences with the cooperating teacher for purposes of continued planning and evaluation of lesson presentations.

Punctuality

- Be punctual and dependable. Report on time for each day's work and leave only when the school day is complete.

Notes:

Record keeping

Assist the cooperating teacher with maintaining progress reports, report cards, attendance, and internal forms.

Maintain a personal observation/reflection journal as part of their learning experience.

Provide constructive feedback of the cooperating teacher as a mentor.

Appearance

Dress professionally and appropriately for the school setting and specific activity.

Respect/ Loyalty/ Professionalism

Demonstrate professional behavior by avoiding negative comments about the university, assigned school, administration, staff, and/ or cooperating teacher.

Address administrators, school staff, students, and parents in a courteous manner.

Comply with the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida at all times (See Broward County Field Experience Handbook).

School Board Rules and Regulations

- Become familiar with the School Board rules and regulations and the teacher handbook at the assigned school during the first week in attendance.

Priorities

- Make the personal and academic welfare of students in your classroom the top priority of your internship.
- Strive to the best of your ability to meet and exceed the expectations of the university, assigned school, and the cooperating teacher during your internship.

☆ Responsibilities of the Cooperating Teacher

The cooperating teacher plays an instrumental role in helping the preservice student develop the personal qualities and professional competencies required for successful classroom teaching. He/she makes an invaluable contribution by assisting in the training of candidates seeking certification and assumes the following responsibilities:

Instructional Delivery

- Serves as a model of successful teaching by demonstrating effective planning skills that reflect:
    - Instructional objectives
    - Procedures for activities
    - Method of evaluation of student learning
    - Follow-up activities
- Serves as a model of successful teaching by utilizing a variety of instructional strategies.
- Serves as a model of successful teaching by creating developmentally-appropriate units that implement curricular connections that make learning more meaningful for students such as:
    - Interdisciplinary units
    - Creative approaches to teaching and learning
    - Standards-driven lessons that provide an alternative to traditional sequencing of lessons
- Serves as a model of successful teaching by implementing a positive classroom management system that:
    - Is consistent, fair, and reliable
    - Provides daily/ weekly feedback for students
- Serves as a model of successful teaching by integrating technology (using available technology at their school) into the curriculum including:
    - Teacher modeled instruction/Student activities

> 📖 The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.
> William Arthur Ward

Collaboration with preservice teacher

- Welcome the preservice teacher and introduce him/her to classes in a manner, which is dignified and effective in establishing professional (co-teacher) status.
- Assist/ Facilitate in the writing of the Preprofessional Growth Plan.
- Collaborates the transition of responsibilities of the preservice teacher by creating a schedule of the gradual assumption of responsibilities on a week-by-week basis.

- Provide an atmosphere of emotional security and stability.
- Identifies instructional strengths and deficiencies in the preservice teacher's performance and counsels the student to improve teaching styles.
- Make a conscious effort to be the best possible example of a professional educator.
- Help the preservice teacher by example and guidance to acquire the necessary poise in establishing and effective professional relationship with fellow teachers, administrators, parents, and students.
- Demonstrate loyalty and support for the preservice teacher in front of students, faculty, and staff.
- Have a philosophy of education, which is visibly implemented in your planning, teaching, and assessing of students. Assist the preservice teacher in refining the philosophy and methodology of his or her own.
- Control the class directly while demonstrating teaching and indirectly while the student teaching is teaching.
- Become knowledgeable of the university's requirements of preservice teacher, and assist by monitoring timelines and by providing appropriate opportunities.
- Participate in the preservice teacher's evaluation process throughout the semester. Substantiate evaluations with evidence based on clinical observations and appropriate data collection methods.
- Expect the preservice teacher to meet or exceed the standards for professionalism, punctuality, and attire that are part of the culture of the school. Remind student teachers of the standards and policies where appropriate.
- Involve the preservice teacher in professional curriculum organization meetings and activities.

Collaboration with peers in school

- Facilitates a learning community with a focus on staff development.
- Provides support for all learning community participants.
- Maintains a record of attendance/minutes for each learning community session.

Observation/Assessment of the preservice teacher

EVALUATIONS SHOULD BE USED TO GUIDE A CONVERSATION THAT ALLOWS THE DEVELOPMENT OF THE PRESERVICE TEACHER'S EDUCATION.

- Provides weekly evaluation of the preservice teacher's progress.
- Utilize Goldhammer's model of clinical supervision four times throughout the internship for lesson assessment and feedback.
- Review/discuss Preprofessional Growth Plan.
- Administers the mid-term and final evaluation of the preservice teacher's performance.

Cooperating Teacher Checklist

Cooperating Teacher's (CT) name_____

Preservice Teacher's (PT) name_____

Check box after completion.

	Initial Requirements (Preplanning- 1st Month)	Months 1	2	3	4	5	6	7	8
1	Introduce Preservice Teacher (PT) with faculty, staff, and BLA								
2	Receive & review Field Experience Handbook for Cooperating Teachers (CT)								
3	Review contents of CYTE resource guide with PT								
4	Review contents of Higher Ed handbook with PT								
5	Discuss classroom management plan and procedures with PT								
6	Develop a calendar for weekly planning sessions with PT								
7	Discuss the Preprofessional Accomplished Practices Self-Assessment #1 competed by the PT								
8	Review results of PT's Essential Teacher Knowledge Inventory (ETKi).								

☒ Check off each item upon completion

Check box after completion.

	Ongoing Requirements [1]	Months 1	2	3	4	5	6	7	8
9	Review weekly the CYTE Team Teaching Logs completed by the PT								
10	Review weekly the CYTE Reflection Sheets with the PT								
11	Verify PT Time sheets (completed on the 1st and 15th of each month)								
12	Assist/ Facilitate the writing of the Preprofessional Growth Plan with the PT								
13	**Administer Clinical Observation #1 with PT** (place a copy in the Completed Forms Section of CT's CYTE Handbook)								
14	**Administer Clinical Observation #2 with PT** (place a copy in the Completed Forms Section of CT's CYTE Handbook)								
15	**Administer Clinical Observation #3 with PT** (place a copy in the Completed Forms Section of CT's CYTE Handbook)								
16	**Administer Clinical Observation #4 with PT** (place a copy in the Completed Forms Section of CT's CYTE Handbook)								

Notes:

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[1] Schedule Midterm and Final observation/ requirements according to the Higher Education schedule.

17	Discuss the Preprofessional Accomplished Practices Self-Assessment #2 competed by the PT	
18	Complete the Cooperating Teacher Professional Development Self-Assessment	
19	Attend & participate in the CYTE cooperating teacher's learning community	
20	Complete CYTE learning community update	
21	Recruit and establish schedule with CYTE Learning Community participants	
22	Support Learning Community Participants	

Notes:

Check box after completion.

Closing Requirements		1	2	3	4	5	6	7	8
		Months							
23	Discuss the Preprofessional Accomplished Practices Self-Assessment #3 competed by the PT								
24	Review Higher Education Verification Forms for completion of course with PT								
25	Administer CYTE Final Evaluation for Learning Communities								
26	Develop an observation schedule for your PT								
27	Complete CYTE Coordinator Feedback Form								

Verify the documentation of the following 12 Preprofessional Accomplished Practices											
1	2	3	4	5	6	7	8	9	10	11	12

TEAM-TEACHING LOG

CYTE Team-Teaching Log

Semester One

Completed by the Preservice Teacher and the Cooperating Teacher

FIELD EXPERIENCE

Preservice Teacher_____Location_____

Cooperating Teacher_____Week of_____

Attendance (check each day)

Monday	Tuesday	Wednesday	Thursday	Friday
❑ Field Work	❑ Field Work	❑ Field Work	❑ Field Work	❑ Field Work
❑ Substitute	❑ Substitute	❑ Substitute	❑ Substitute	❑ Substitute
❑ Volunteer	❑ Volunteer	❑ Volunteer	❑ Volunteer	❑ Volunteer

Shared Responsibilities (Check all that apply)

☆ Lesson Observation	☆ Transitions	☆ Science/Health
☆ Arrival/ Dismissal	☆ Reading	☆ Math
☆ Transitions (Specials)	☆ Social Studies	☆ Small Group
☆ Other		

Major Activities Performed/ Observed:

_____

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_____

Reflections:

_____

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LESSON REFLECTION SHEET

CYTE Lesson Reflection Sheet

Completed by the Preservice Teacher and the Cooperating Teacher

Preservice Teacher_____Location_____

Cooperating Teacher_____Date_____

Post Observation Feedback
COLLABORATIVE RESPONSE: WHAT CAN WE DO TOGETHER TO INTEGRATE THE NEW INFORMATION INTO YOUR EXISTING SCHEMA?
Reflection on Lesson and Activities: What did I learn today and how will I implement that learning in my practice?

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PREPROFESSIONAL GROWTH PLAN

CYTE Preprofessional Growth Plan

Name:	EFFECTIVE TEACHING BEHAVIORS TO BE MAINTAINED:
School Location:	
University:	

OBJECTIVES RELATED TO DEVELOPMENT IN THE PREPROFESSIONAL ACCOMPLISHED PRACTICES	ACTIVITIES/RESOURCES TO MEET OBJECTIVES	ANTICIPATED COMPLETION DATE	ACTIVITY ASSESSMENT DATE

✶CYTE Teaching Schedule

The following is an example of a preservice teacher's schedule and should only be used as a guide for planning. The cooperating teacher will determine the actual schedule for his/her preservice teacher based on classroom observations, reflective conversations, and attainment of teaching goals.

Throughout the CYTE calendar (see checklist)

- Review of Team Teaching Log
- Discuss Lesson Reflection Sheet
- Provide daily feedback to preservice teacher
- Collaborative weekly planning sessions with preservice teacher

Pre-Planning Week

- Attend CYTE Orientation
- Collaborate in setting up the classroom environment with preservice teacher.

First Week- Observation

Preservice teacher will observe the cooperating teacher in the area of:

- Classroom management
- Planning tools
- Classroom procedures
- Instructional techniques and strategies
- Distribution and use of materials
- Assessment and evaluation procedures
- Technology integration
- Observation of students in the classroom include:
- Names of students
- Grouping systems
- Identification of anv individual needs

The bad teacher's words fall on his pupils like rain; the good teacher's, as gently as the dew.

Talmud: Ta'anith, 7a

Second Week- Preservice Teacher Participation

- Begins to assume duties such as:
- Helping individual students
- Transitions (Arrival, Lunch, Dismissal)
- Assisting with recording attendance
- Preparing instructional materials, bulletin boards, and interest centers to enhance student learning
- Continue to observe, participate in, and reflect on class activities.

Third Week- Team-Teaching

- Preservice teacher selects a content area (Language Arts, Math, and Social Studies/Science) for instruction.
- Plan to team-teach one or two lessons in selected content area.
- Continue to observe and hold evaluation conferences with preservice teacher.

Fourth Week- Continue Team-Teaching

- Share responsibility for planning.
- Preservice teacher selects second content area for instruction.
- Share responsibility for transitions and behavior management.

Fifth Week- Continue Team-Teaching

- Share responsibility for planning.
- Model team-teaching for the first and second content area selected.
- Share responsibility for transitions, team teaching, and behavior management.

Sixth Week- Continue Team-Teaching

- Share responsibility for planning.
- Continue the team-teaching role for the first and second content area selected.
- Preservice teacher selects third content area for instruction.
- Share responsibility for transitions, team-teaching, and behavior management.

Seventh Week- Continue Team-Teaching

- Share responsibility for planning.
- Plan to team-teach in third selected content area.
- Share responsibility for transitions, team-teaching, and behavior management.

Eighth through Fourteenth Week (End of Session One)

Refer to the Preprofessional Growth Plan for activities and goals.

Continue to share your responsibility for planning, transitions, team teaching, and behavior management.

By the end of Session One, the preservice teacher should be accustomed to and comfortable with:

- Transitions
- Managing the classroom management plan
- Incorporating the Sunshine State Standards in short and long term planning
- Classroom/school procedures
- Instructional techniques and strategies
- Use of materials and distribution
- Assessment and evaluation procedures
- Technology integration

✯CYTE Schedule Session Two

- Continue to shift responsibility of the team-teaching role and non-instructional responsibilities for the classroom. Since the preservice teacher is not a certified teacher he/she is expected to perform as a teacher only under the supervision of a certified teacher or substitute.
- Continue to collaborate on plans for all academic areas of instruction with the preservice teacher.
- Perform assessments/evaluations using appropriate CYTE/ higher education forms.
- Plan carefully to receive classroom instruction from the preservice teacher near the end of the internship.
- Assist the preservice teacher in planning five (5) visits to observe other teachers within the assigned school (the cooperating teacher will assist in selecting teachers for the intern to visit).

Nobody starts out as a completely effective and creative teacher... The desire to teach and the ability to teach well are not the same thing. With the rarest of exceptions, one has to learn how to become a good teacher.

Herbert Kohl

★Professional Development

CYTE Cooperating Teachers participate in monthly learning communities that focus of coaching/ mentoring, data collection, and reflective discussions.

"LEARNING STRATEGIES FOR MENTORING WAS QUITE EFFECTIVE."

"SHARING ASPECTS ON HOW TO DEAL WITH PROBLEMS OF THE MENTEES WAS COMPLETELY EFFECTIVE."

"MOST OPEN ENVIRONMENT & ENJOYED SHARING AMONG COACHES AND TEACHERS."

"THE MOST AFFECTIVE ASPECT WAS THE INPUT OF PERSONAL EXPERIENCES THAT WE COULD ALL BENEFIT FROM."

"A BETTER MENTOR TO MY CYTE STUDENT."

"MOST EFFECTIVE- LISTENING TO MY PEERS."

"TO SEE IT IN ACTION IS AN ASSET."

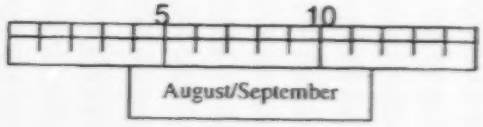
"THE SHARING OF PROBLEMS/ SOLUTIONS FROM OTHER COOPERATING TEACHERS AND HOW THEY USED STRATEGIES WAS EFFECTIVE."

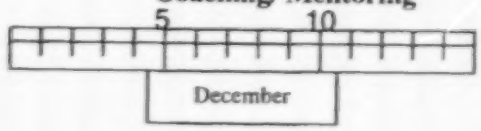
"WONDERFUL CLASS- WILL ENHANCE MY TEACHING."

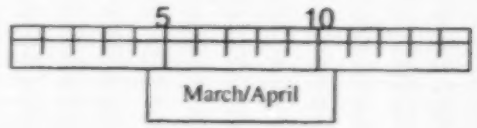
Cooperating Teacher Professional Development Self-Assessment

☒ Please identify your ability level throughout the year for each area. Has there been growth in your performance as you mentor a preservice teacher? Please note that professional development is defined by workshop attendance, learning community participation, and any independent reading materials provided by the CYTE program.

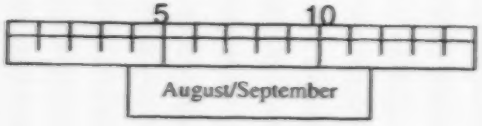
Coaching/ Mentoring

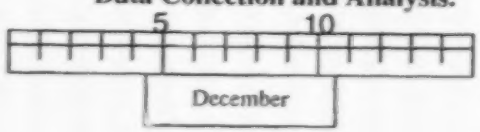


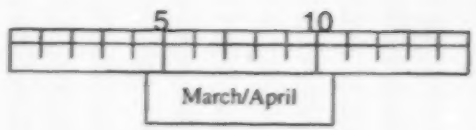




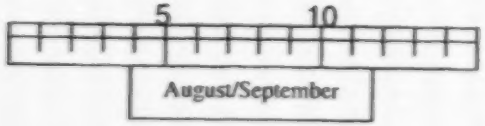
Data Collection and Analysis.

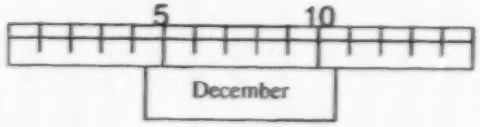


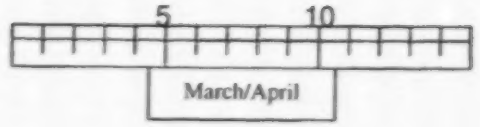




Portolio/ Reflective Journaling







CYTE Cooperating Teacher's Signature_____ **Location** _____

Please submit the completed form to Randee Deich @ HRD

Observation/Assessment/Feedback

☒ Throughout the year, the cooperating teacher (CT) will conduct ongoing informal/formal evaluations throughout the internship including a minimum of one clinical observation each quarter. These observations are to support the preservice teacher's preprofessional growth plan and offer assistance as needed.

Documentation using the Preservice Teacher Evaluation Forms

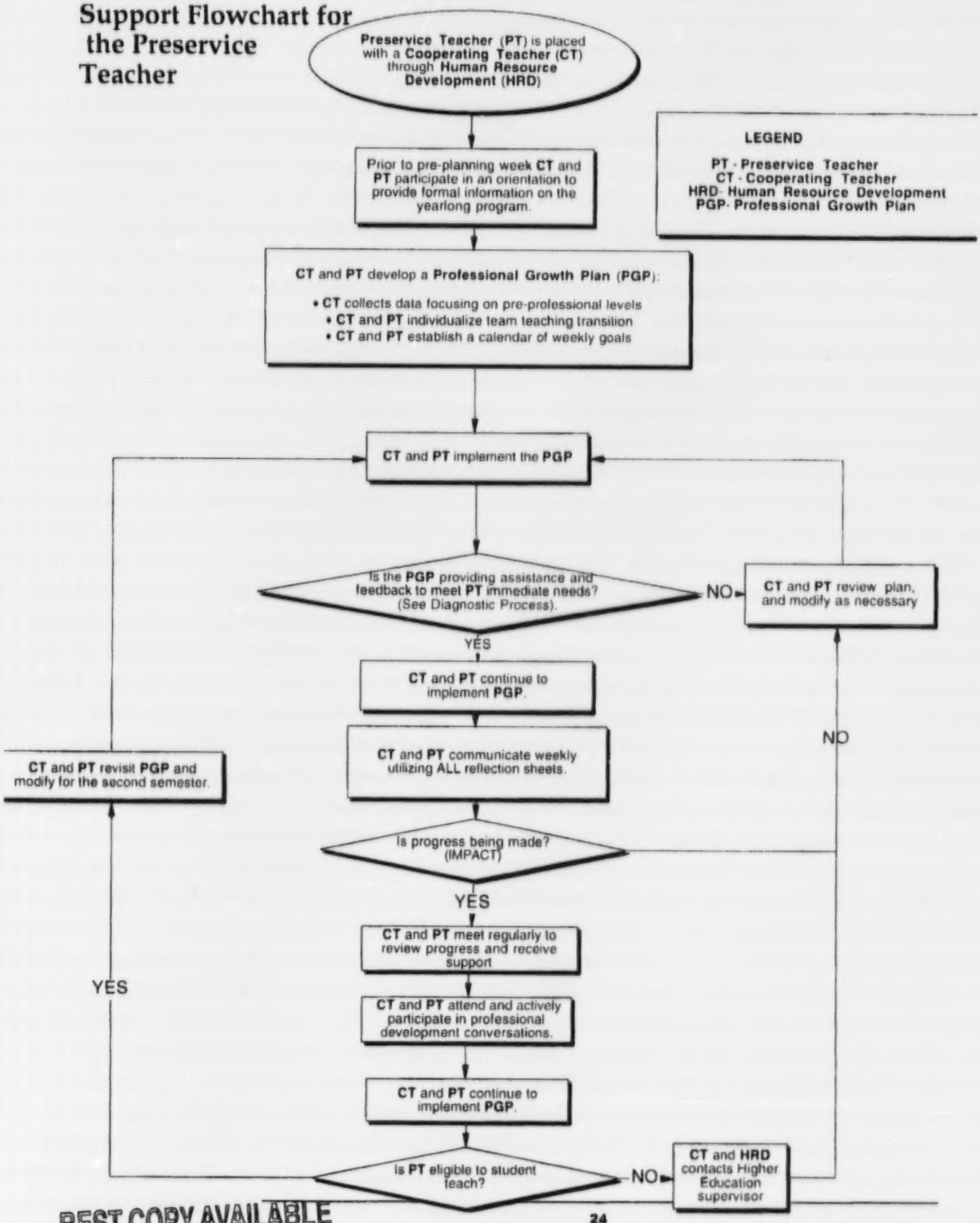
Documentation of any Higher Education requirements

Documentation of clinical observations

- Completed for each quarter period (first, second, third, forth)
  - Copy of pre-observation agreement
  - Copy of cooperating teacher's observation
  - Notes from post-observation conference
  - Other follow-up observations if needed

Notes:

Support Flowchart for the Preservice Teacher


Preservice Teacher (PT) is placed with a Cooperating Teacher (CT) through Human Resource Development (HRD)
LEGEND
PT - Preservice Teacher
CT - Cooperating Teacher
HRD- Human Resource Development
PGP- Professional Growth Plan
Prior to pre-planning week CT and PT participate in an orientation to provide formal information on the yearlong program.
CT and PT develop a Professional Growth Plan (PGP):
• CT collects data focusing on pre-professional levels
• CT and PT individualize team teaching transition
• CT and PT establish a calendar of weekly goals
CT and PT implement the PGP
Is the PGP providing assistance and feedback to meet PT immediate needs? (See Diagnostic Process).
NO
CT and PT review plan, and modify as necessary
YES
CT and PT continue to implement PGP.
CT and PT communicate weekly utilizing ALL reflection sheets.
CT and PT revisit PGP and modify for the second semester.
Is progress being made? (IMPACT)
NO
YES
CT and PT meet regularly to review progress and receive support
YES
CT and PT attend and actively participate in professional development conversations.
CT and PT continue to implement PGP.
Is PT eligible to student teach?
NO
CT and HRD contacts Higher Education supervisor

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THE DIAGNOSTIC PROCESS

The diagnostic process may be viewed as both a concept and a process designed to improve work performance. The central desired outcome from this process is to produce professionally responsible professionals who are committed to self-improvement through help from others and self-correction.

Effective clinical support should provide an opportunity for the professional to:

Notes:

1. examine, discuss, and delineate their personal and educational philosophies
2. receive objective feedback on their job performance
3. examine the relationship between their anticipated and actual behavior with clients
4. examine the relationship between their personal philosophies and other assumptions, theories, and research about effective services
5. develop, implement, and receive support for appropriate changes in both their espoused and practiced beliefs.

In Robert Goldhammer's model of clinical supervision, he describes a "hands on/eyes on" supervisory relationship of mutual trust. According to Goldhammer, "Given close observation, detailed observation data, face-to-face interaction between the supervisor and [developing professional], and an intensity of focus that binds the two together in an intimate professional relationship, the meaning of 'clinical' is pretty well filled out."

Goldhammer identified stages of the clinical supervision model:

- Pre-observation conference
- Observation analysis
- Strategy session
- Supervision conference
- Post-conference analysis
- Reflection

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Learning Communities

AN OPPORTUNITY TO SHARE YOUR IDEAS, CONCERNS, PROBLEMS, AND SUCCESSES

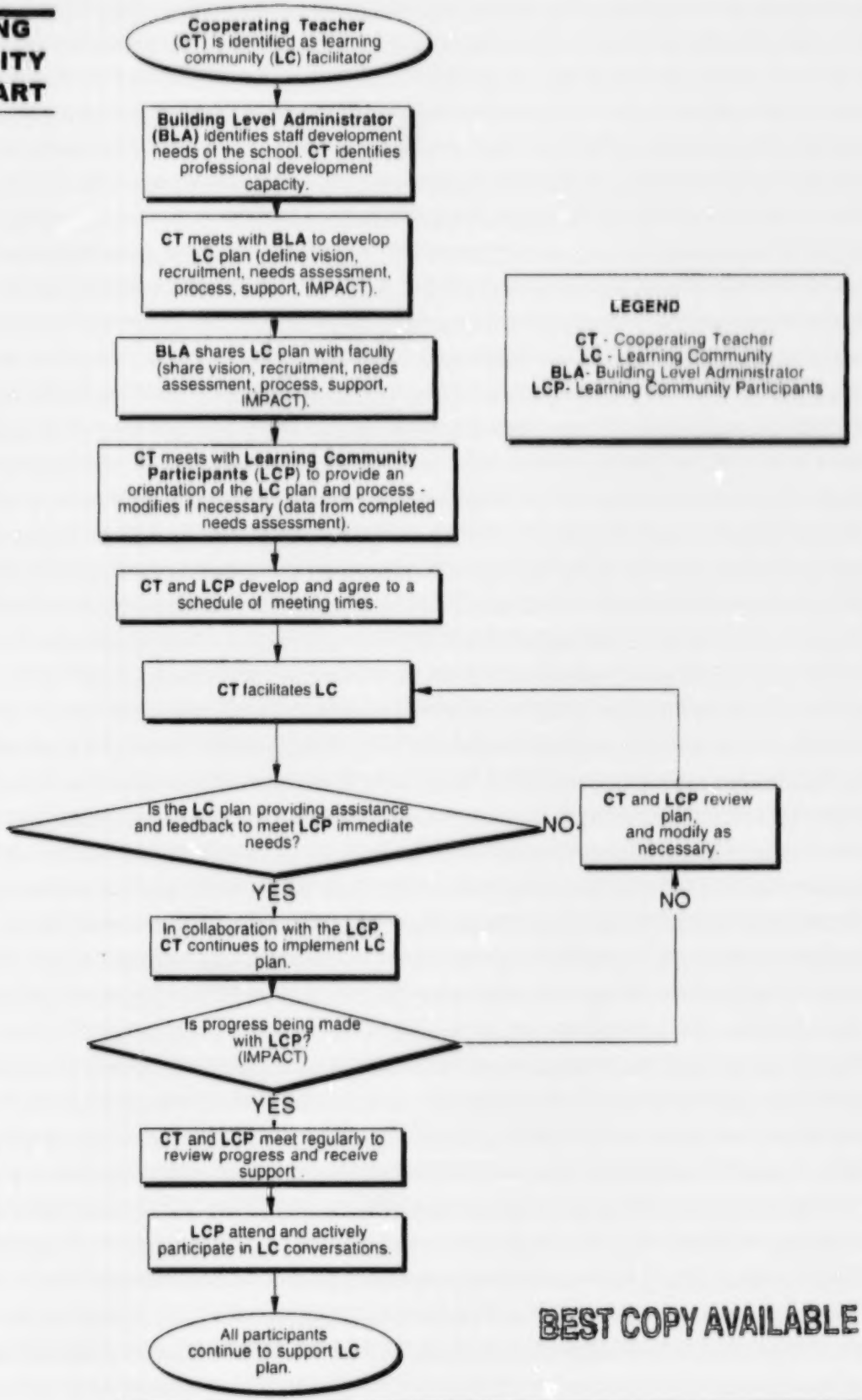
The CYTE program has established Learning Communities for cooperating teachers providing opportunities for examining best practices and sharing your mentoring experiences. We expect that the on-going cooperating teacher training will be a significant professional experience for those who wish to expand upon their group facilitation and leadership skills.

> "It is virtually impossible to create and sustain over time conditions for productive learning for students when they do not exist for teachers."
>
> Seymour Sarason
> The Predictable Failure of School Reform, 1990

> It is good to rub and polish our brain against that of others.
>
> Michel Eyquem de Montaigne

Once the preservice teacher has full teaching responsibility, each CYTE cooperating teacher will have the opportunity to facilitate a learning community that focuses on the staff development needs of their school. The job-embedded staff development teams addresses common needs as identified by Essential Knowledge Inventory results and Professional Growth Plans. In addition, structured activities will be planned that are research based and focus on district priorities of identified Critical Content and Essential Teacher Knowledge. Staff development will be held that consist not only of specific skill attainment, but also theory, demonstration, modeling, coaching, and feedback.

LEARNING COMMUNITY FLOWCHART


Cooperating Teacher (CT) is identified as learning community (LC) facilitator
Building Level Administrator (BLA) identifies staff development needs of the school. CT identifies professional development capacity.
CT meets with BLA to develop LC plan (define vision, recruitment, needs assessment, process, support, IMPACT).
BLA shares LC plan with faculty (share vision, recruitment, needs assessment, process, support, IMPACT).
CT meets with Learning Community Participants (LCP) to provide an orientation of the LC plan and process - modifies if necessary (data from completed needs assessment).
CT and LCP develop and agree to a schedule of meeting times.
CT facilitates LC
Is the LC plan providing assistance and feedback to meet LCP immediate needs?
NO
CT and LCP review plan, and modify as necessary.
YES
In collaboration with the LCP, CT continues to implement LC plan.
Is progress being made with LCP? (IMPACT)
NO
YES
CT and LCP meet regularly to review progress and receive support.
LCP attend and actively participate in LC conversations.
All participants continue to support LC plan.
LEGEND
CT - Cooperating Teacher
LC - Learning Community
BLA - Building Level Administrator
LCP - Learning Community Participants

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CYTE LEARNING COMMUNITY SAMPLE AGENDA

Welcome and Purpose (3 minutes)

Icebreaker/Introductions (5-10 minutes-First Session Only)

Norms (2 minutes)

Housekeeping (5 minutes)

Effective Instructional Practice and Procedure (30 minutes)
Cooperating Teacher and Participants identify a best practice and discuss how to incorporate these strategies into daily routines

Cooperating Teacher Schedules Support Times with Learning Community Participants (5 minutes- if applicable)

Participants Complete Reflection (10 minutes)

Debrief: (5 minutes)

Notes:

Reflection on the Learning Community

PARTICIPANT

DATE

REFLECTION ON DISCUSSION AND ACTIVITIES: WHAT DID I LEARN TODAY AND HOW WILL I IMPLEMENT THAT LEARNING IN MY PRACTICE?

Next Steps

Where do I go from here?

Does your district support an alternative field experience model?

What barriers exist?

Who are my supporters?

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Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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Organization/Address: 3531 Davie Road Davie, FL 33314	Telephone: 954-382-6262	FAX: 954-382-6291
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